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the second year. One of the commonest situations is for the child to respond easily and happily to training in regular habits during his first year, and then, in special circumstances, at any time during his second, or even the third year, to become dirty and uncontrolled again, either in occasional spasms or as a constant thing. The problem has then to be tackled afresh, almost as if no attention had been paid to it in the early days.

Training in cleanliness, moreover, not only covers a long period of time in the child's early life, but a wide area of his relation with mother and nurse. With many children, indeed, it is almost the chief element in the child's relation with mother and nurse. They have more contact about this than about anything else except feeding, and very often a disagreeable form of contact—especially if we include as well the question of training the child in clean and tidy ways of eating. The letters I have quoted illustrate some of the difficulties mothers experience with children, and the material quoted from the school shows some of the phantasies underlying these difficulties.

It is with regard to this question that the "habit" psychology of the text-books, upon which so many of the modern practices in infant training are based, can clearly be seen as inadequate, and in need of re-writing. Such a large number of infants nowadays have been "conditioned" to the regular use of the pot for both bowel and bladder, from the earliest weeks of life. If habit were the real key, we should without doubt find the majority of such children experiencing no later difficulty, remaining perfectly clean and regular in their evacuations from the first few months of life onwards, without any break. *I* have referred, however, to the frequency with

which children in whom the habit of cleanliness
has apparently
been securely established in the first year,,
nevertheless
break down and become sometimes extremely
difficult in
this regard, in their second or third year. In
my paper,
"Some Notes on the Incidence of Neurotic
Difficulties in
Young Children," I brought together a number of
instances of
this kind, and my own evidence is further
confirmed by other
observers.¹ "Habit" psychology, therefore,
will not take
us very far in understanding the child's
problem with regard

¹ See, e.g., *Clinical Notes on Disorders of Childhood* by
Dr D. W.
Winnicott.